

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13WI2

School Type (Public Schools): **Charter** **Title 1** **Magnet** **Choice**
☐ ☐ ☐ ☐

Name of Principal: Ms. Quynh Trueblood

Official School Name: Kohler High School

School Mailing Address: 333 Upper Road
 Kohler, WI 53044-1545

County: Sheboygan State School Code Number*: 28420040

Telephone: (920) 803-7201 E-mail: truebloodq@kohler.k12.wi.us

Fax: (920) 459-2920 Web site/URL: http://www.kohlerpublicschools.org/schools/high-school/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Ms. Quynh Trueblood Superintendent e-mail: truebloodq@kohler.k12.wi.us

District Name: Kohler District Phone: (920) 459-2920

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Marlene Yang

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 1 Elementary schools (includes K-8)
0 Middle/Junior high schools
1 High schools
0 K-12 schools
2 Total schools in district
2. District per-pupil expenditure: 11705

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	16	16	32
10	23	17	40
11	14	29	43
12	18	11	29
Total in Applying School:			144

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
0 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2011	144
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 3
Number of non-English languages represented: 2
Specify non-English languages:

Mandarin, Hmong.

9. Percent of students eligible for free/reduced-priced meals: 0%

Total number of students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 6%

Total number of students served: 8

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>9</u>	<u>6</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>3</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>0</u>
Total number	<u>24</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

14:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	93%	95%	96%	96%
High school graduation rate	100%	100%	95%	98%	92%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>28</u>
Enrolled in a 4-year college or university	<u>82%</u>
Enrolled in a community college	<u>4%</u>
Enrolled in vocational training	<u>11%</u>
Found employment	<u>0%</u>
Military service	<u>3%</u>
Other	<u>0%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Kohler High School serves the community of the village of Kohler, Wisconsin. The Village of Kohler, incorporated in 1912, is home to just over two thousand citizens in a picturesque five square mile area, which includes Kohler Public Schools, three churches, Kohler Public Library, Village Governing Boards, Kohler Company, and a five star resort, destinations, and retail shops. Artful planning is reflected throughout the Village with emphasis on natural and historic preservation.

Since 1924, Kohler High School has consistently graduated students who are well prepared for college, employment and life. Kohler High School educates nearly two hundred students in small learning environments with big opportunities. High expectations and strong work ethic complemented by community service and pride deliver excellent outcomes. Ninety-five percent of the students graduate and ninety-one percent attend a four-year college or university upon graduation. The school consists of fifteen faculty members, three instructional assistants, and five support staff working in collaboration with an administrative leadership team consisting of the Superintendent, Principal, Director of Student Life, College and Career Advisor, Technology Coordinator, and School Counselor.

Focus on whole child development through the arts and academics has resulted in high student achievement as measured by achieving the highest public high school report card score of 92 in the state, highest composite ACT average score of 27.5 in the state, 65 percent of students performing at the proficient and advanced level in reading, 82 percent of students at the same levels in math and 91 percent of students attending 4-year colleges and universities as a Kohler graduate.

Kohler High School offers an exceptional academic and fine arts experience in preparation for college and career success. In order to graduate, students must complete 26 credits, including 4 years of English, 3 years of social studies, 2 years of both math and science, 1.5 years of physical education, 0.5 years each of health, computer applications and fine or applied arts, and 40 hours of community service.

The mission of our school is ***Every day at Kohler Schools we inspire inquiry, engage hearts, minds, and bodies; and provide supports to ensure all students achieve success.*** The philosophy embedded in our mission is that student growth is a shared responsibility of the student and the school community, including staff, families, business partners, and village. Walking through our school, one sees abundant evidence of inspiration, inquiry, engagement, and achievement. Kohler High School is a healthy, high-functioning school environment in which students are well educated and contribute in the tradition of high expectations and citizenship.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Kohler High School adheres to all state assessment and graduation requirements. Each fall, sophomores take the Wisconsin Knowledge and Concepts Exam (WKCE) in Reading, Language Arts, Writing, Math, Science, and Social Studies. The purpose of the WKCE is to provide information about student attainment of subject-area proficiency to students, parents, and teachers, inform curricula and instructional alignment, and serve as an accountability measure for schools and districts. Additionally, the Department of Public Instruction (DPI) monitors the results as an accountability measure for school progress and improvement.

Students' criterion-referenced scores fall into four categories: Advanced, Proficient, Basic, and Minimal Performance. Students classified as Proficient or Advanced on the exam are deemed to be meeting the grade level standards at the time of testing. Students who are classified as Basic or Minimal Performance are performing below grade level expectations at the time of testing. The WKCE used together with other assessment strategies and with consideration of the student's classroom performance assists in making decisions about a student's educational program. The high school's goal is to have all students achieve scores in the Proficient or Advanced category.

B. As required by No Child Left Behind (NCLB) signed into law in 2002, Kohler High School has made adequate yearly progress (AYP) every year in both the general population and reported subgroups. Student achievement performance trends represent analysis of a five year period in reading and math and are reported in the context of the Wisconsin State Department of Public Instruction's Agenda 2017 including accountability reform. The current accountability index in the WKCE is a set of cut scores that determine a proficiency scale. These cut scores were determined DPI and are unique to the state. Through the process of applying for a federal waiver for NCLB, the DPI converted cut scores to match the nationally recognized National Assessment of Educational Progress (NAEP) metric in July 2012. The NAEP assessment is administered uniformly using the same tests across the nation allowing NAEP results to serve as a common metric. This provides a clear picture of student academic progress over time.

Student Achievement data as reported by the WKCE in reading and math are reported for the past five years, from 2008 to 2012. In the subject of reading, the percentage of students meeting the Advanced and Proficient levels increased steadily from 48 to 65. Notably, the percentage of students meeting the Advanced level increased from 2 to 14. In the subject of mathematics, the trend is similar, with percentages at the Advanced and Proficient levels increasing from 64 to 82.

In general, the percentage of students in either the Proficient or Advanced categories in reading and mathematics has increased over the last five years, with gains in the Advanced category. The increased percentages of Advanced students results from curriculum aligned to state and national standards, professional development in data-analysis, and application of formative assessments. Teachers routinely distill essential concepts, explore a variety of solutions, and expand understanding through collaborative learning and demonstrations consistent with the standards set by the National Council of Teachers of Mathematics (NCTM), Common Core State Standards (CCSS), and 21st Century Skills.

Importantly, the percent of students in the Basic or Minimal Performance category has dropped in the last five years, from 52 to 35 percent in reading and 36 to 18 percent in math. The decreasing number of students is due to the implementation of earlier and targeted interventions. The high school conducts thorough review and analysis of a suite of local and state assessments of eighth graders and identifies students in need of targeted and systemic supports. Those students are given peer tutoring, individualized lessons, and/or scaffold supports in strong partnership with parents. Consequently, high school entry as

ninth graders provides almost two years of additional knowledge and skills development in reading and math before taking the next standardized state exams.

With regard to subgroups, most subgroups at Kohler High School are unreported due to the inability to meet a cell-size minimum of 20 students. The largest subgroup is the students with disability group. While a growth trend is not clear due to the cell-size effect, the special education department works diligently to prepare students for success. Kohler High School believes in and continues to plan and provide for a full inclusion education. Based on student learning needs, tailored instruction is modified or accommodated. More specifically, daily learning targets focus on recognizing strengths to enhance skill development in organization, test taking, and learning strategies. The partnership among parents, special education teachers, general education teachers, and administrators provides a strong foundation for student growth from full inclusion education.

2. Using Assessment Results:

A. When the Wisconsin Department of Public Instruction (DPI) releases individual student profiles, school performance, and district performance reports in early spring, Kohler High School faculty and administration devote time for analysis and identifying growth areas. At the high school, the areas of reading, math, science, and social sciences are tested. Those departments, in particular, spend several department meetings analyzing the results. In preparation, results are disaggregated in order to identify strengths and areas for growth.

Understanding trends from the data is a key component of the analysis. Through critical examination, faculty engages in robust conversations around curriculum scope and sequence and to inform instruction. Most impressive is the collaboration among teachers from all four grade levels in response to the data. The response is clear and timely. An example of this occurred in the area of statistics in math. Math courses taken by freshmen and sophomores were realigned to focus on essential concepts in statistics. Similarly, in science, data analysis became reinforced for student mastery of this higher ordered skill.

Kohler High School recognizes collaboration as a means to develop professional learning within the school that leads to improved instruction. Weekly curriculum and instruction time is dedicated to department faculty. This sacred time finds the faculty sharing effective strategies, solving individual and universal problems, refining and redesigning the curriculum, developing common formative and summative assessments, and engaging in discourse and effectively increasing their professional learning capacity especially around student achievement data. Our faculty's ability to create the change they wish to see in student achievement and growth is based on collegial support, respect, and collective mission.

In addition to instructional improvements, the administration implemented systemic changes. A traditional high school math sequence often favors year-long courses in algebra and geometry in the freshman and sophomore years, both insufficient for the scope of math concepts tested on the WKCE. In response, the high school math sequence became integrated to include Algebra and Function, Geometry and Trigonometry, Probability and Statistics, and Discrete Math. The result: increasing number of students achieving at the Advanced level and decreasing numbers of students at the Basic and Minimal Performance levels.

B. Upon receiving the WKCE scores and the NCLB report, the administration begins to communicate the results to parents and the community. The high school sends student reports to parents with invitations from the counselor to individual conferences for each student and family. Additionally, in the effort to support parent engagement, a multidimensional student information portal is available. Parents have real-time data on their child's academic progress, grades, attendance, and behavior. Together with the teacher and administration, parents can encourage and intervene in time to help their child achieve greater academic success and healthy child development.

A presentation is made for the school community to celebrate successes and target growth areas revealed

as reflected by the WKCE and local school student achievement data. Included are specific plans for improvement collaboratively developed by the faculty and administrators and published by the village newspaper. The WKCE results, NCLB report, and school improvement plans are posted online. Transparency of information holds the faculty and administration accountable to maintaining high scores and continuous improvement.

3. Sharing Lessons Learned:

Kohler Public Schools is proud to be at the forefront of music education in the state of Wisconsin. Kohler music teachers played a significant role in developing the music standards for the state and creating a state of the art comprehensive and sequential curriculum, regarded by many as one of the finest in the state.

The Department of Public Instruction has recognized the Kohler Public School music department as a model music program. Many teachers from surrounding schools visit the school to observe, learn and see how new teaching techniques and strategies are being applied to today's music students in order to reach the Wisconsin Music Standards. The music department has successfully piloted several projects for the National Association for Music Education, Department of Public Instruction, and the highly regarded Arts Propel Project under the auspices of Harvard Project Zero. In addition, the music department maintains a Grade 1-12 music portfolio assessment system and is a leader in Comprehensive Musicianship through Performance.

The music education program at Kohler is based on a comprehensive approach to educating students about music. The approach is better known as Comprehensive Musicianship through Performance (CMP). It is not a set curriculum or a list of procedures. It is a process, which can be applied to teaching any level of performing group. This approach is an effective way to develop lasting musical knowledge when instruction is properly planned and carried out.

In the CMP process, the performing group's rehearsal is seen as a laboratory where students can work toward achieving the standards and develop an understanding of musical concepts by involving students in a variety of roles including performance, improvisation, composition, transcription, arranging, conducting, rehearsing, analyzing and evaluating music. Students become actively engaged in the learning process as they become more musically independent.

All Kohler music teachers have participated in extensive CMP training. We are proud to announce a Kohler faculty member currently serves on the Wisconsin CMP Steering Committee and teaches summer workshops for elementary, middle, and high school teachers and teaches other music teachers to develop the tools to teach comprehensive musicianship through band, choir, or orchestra.

The development, practices, and quality of the music department is actively shared with the local and state community through a variety of activities. Four times each year, county community choirs and bands join the high school choir and band in performances. Kohler music teachers are performing artists and clinicians who serve as judges and guest directors for state wide festivals and school choirs and bands. The music department was honored with the 1999 National Academy of Recording Arts & Sciences GRAMMY Award. The award recognizes quality music programs throughout the United States. In 2001 and 2007, Kohler Public School District was recognized as one of the 100 Best Communities in America for Music Education by the American Music Conference, Music Teachers National Association, and National School Boards Association.

4. Engaging Families and Communities:

Kohler High School commits daily to building and strengthening strong relationships with its families and community. These relationships are fostered to inform the school community, gain perspective and valuable input of the school community, and share with the community events, successes, opportunities,

and challenges. Parents and community members have numerous avenues to become involved in the life of the school:

The evolution of the district strategic plan resulted from a highly engaging and collaborative process involving community input sessions, dozens of advisory group members, numerous listening sessions, and the leadership of the school board, superintendent, principals, faculty and staff. As important, the plan is designed as a living document reflecting responsiveness to the changing state of education and a forward-looking approach.

In recognition of the valuable knowledge and expertise of parents and community members, focus groups make up the Vision Group, Achievement and Growth Advisory Group, Technology Advisory Group, and Special Education Focus Group. These Focus Groups established a foundational set of recommendations aimed to propel Kohler High School graduates into the future with knowledge and competencies.

Weekly faculty and staff meetings provide a forum for robust discussions on an array of meaningful topics including a collective district vision, school mission anchored in excellence, state and national school improvement initiatives and mandates, student achievement and recognition, professional practice and collegiality. Issues are defined, data collected and analyzed, action plans developed and monitored, and results reported to promote deeper understanding of practice toward improvement aligned to the district vision and school mission.

Kohler School Friends Parent/Teacher Organization, Performing Arts Organization, and Kohler School Foundation are dedicated to enriching, enhancing, promoting excellence, and supporting Kohler High School. Boards are well rounded with representatives from the school board, administration, parents, and community members who work closely with the school community on a continuum of projects focused on student achievement.

Informational parent forums and meetings help parents become informed stakeholders in their child's education. Critical to Kohler High School's success are Parent-Teacher Conferences, Guidance Parent Meetings, and College/Career Advisement Meetings. Parents, teachers, and advisors meet to share important achievement data and insights into the child's strengths, and areas for growth in the development of individualized learning plans mapped toward college and career goals.

Education and information sessions by the Principal, Guidance Counselor and the College/Career Advisor serve to support families successfully through student achievement trends, the college application process, financial aid for college-bound seniors, tailoring a suite of post-secondary schools to explore in the sophomore or junior years, preparing eighth graders for high school, digital citizenship, social media responsibility, and self-advocacy.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Kohler High School implements a curriculum keyed to four key school-wide academic expectations: literacy, communication, performance, and problem-solving in a technology enabled learning environment. By meeting these expectations, students attain competencies that provide for meaningful and continuous focus on the future. As important is the personal challenge to students to assume ownership for their learning and to achieve mastery in self-learning as a life-long skill.

The quality of curriculum is reflected in the mission to create curriculum and instruction that is inclusive, engaging, collaborative, and mobile. While honoring the excellence of the current curriculum, Kohler High School is in the preparation phase of incorporating the English Language Arts and Mathematics Common Core State Standards. The key to students' success in achieving mastery of curriculum objectives lies in the school's commitment to offering distinctive and rigorous courses; high capacity of the faculty to align curricula, differentiate instruction, and assess learning; and parent interest and involvement in support of optimizing student achievement.

The English Language Arts curriculum is an all-encompassing inquiry-based curriculum fostering critical thinking, Socratic discussion, and utilizing 21st Century technology. College and career readiness in reading, writing, speaking, and listening are anchors. Attention is given to deep understanding of literature through close reading, deep text analysis, informational and nonfiction text, and literary lenses.

The science curriculum focuses on science literacy gained through investigative experimentation and inquiry. The interconnected nature of science as it is in practice and relationship to the real world provides the basis for high engagement through the integration of Science, Technology, Engineering, and Math (STEM). Examples of STEM integration include the programs Global Learning and Observation to Benefit the Environment (GLOBE) and Testing the Waters, which have resulted in high level and award winning presentations.

The mathematics curriculum is a four-year integrated program designed based on a spiral concept and the recommendations of National Council of Teachers of Mathematics (NCTM). Alignment of the curriculum with the Common Core State Standards identifies current strengths in problem solving and perseverance, analysis of givens and relationships, abstract reasoning, correspondences between equations, developing meaning from structures and patterns, and precision.

The social studies curriculum emphasizes discussion, analysis, synthesis, and experimentation and is guided by the Wisconsin Model Academic Standards. Kohler High School graduates are able to coordinate information, skills, and concepts from multiple disciplines such as history, anthropology, geography, archeology, political science, economics, psychology, law, and sociology within the context the connections between people and nations using technology in the advancement of society and citizenship.

The visual and performing arts curriculum requires a Kohler High graduate to successfully complete a fine arts or applied arts experience. A well-balanced school curriculum with musical experience is recognized as essential to academic success. Music allows students to develop aesthetically, creatively, and academically. A successful aesthetic experience involves creating meaning from music from the understanding of structures, symbols and syntax. Expressive qualities of music causes students to feel, generate meaning, respond affectively, and learn. A collaborative relationship with the John Michael Kohler Art Center and Milwaukee area performing artists brings guest artists to the school regularly to enhance the learning experience.

The foreign language curriculum is known to be of great benefit to Kohler students. High skill development in listening, reading, and writing, and communicating within a cultural awareness context make for exemplary language acquisition by Kohler graduates. The direct effect of the Spanish curriculum results in increased academic progress in core subjects, narrowing achievement gaps, promotion of high-ordered, abstract critical thinking skills, increased standardized test scores, post-secondary acceptance, achievement, and attainment, and enhances career opportunities.

Kohler High School requires a graduate to perform a minimum of ten hours of community service each year. Under the direction of the Director of Student Life, students explore community needs, develop contacts, and coordinate their service experience. The Kohler community is proud of the variety and depth of service modeled by our students.

2. Reading/English:

Kohler High School's English Language Arts program is an all-encompassing inquiry based curriculum that fosters critical thinking, Socratic discussion skills and utilizes 21st Century technology. Graduates of Kohler's English program are well versed in close reading, deep analysis of text, informational/non-fiction text and literary lenses. Under the tutelage of Doug Buehl's reading strategies, students are taught and master the seven essential foundational reading skills in order to instill lifelong passion in reading and thinking. It is this focus on critical thinking and discussion that extends the text into a new realm. Students reading the material, extend critically, discuss intelligently and finally write. This process is essential to Kohler's program.

Along with the comprehensive reading instruction, students undergo a rigorous Six Traits writing curriculum that not only emphasizes foundational writing skills, but extends into preparation for a college setting. The writing path students take makes sure they are able to compete in a writing world and write for a variety of different purposes and audiences. Using the National Writing Project as a guide, students have authentic writing opportunities, focusing on the practicality and the essential nature of being a writer in a competition based world. When students complete the English program at Kohler High School their writing, listening, reading, and speaking skills have been honed and they have been prepared to be successful on a college campus and in professional life.

Kohler also applies a Response to Intervention (RtI) design that focuses on students with mild to severe deficiencies in reading and/or writing. Using RtI best practices, English teachers at Kohler pinpoint specific weaknesses, prepare lessons, and use small group instruction to raise scores in weak areas of literacy. This attention to detail serves the student population well in improving deficient readers, but also making sure students do not plateau. Kohler graduates can critically think, write for any purpose, read reflectively and are ready to take on the professional and academic world.

3. Mathematics:

The Mathematics Department aims to provide the best mathematics education possible commensurate with the needs and abilities of each individual student. The mathematics curriculum, in part, consists of a four-year integrated program. In each course (Math I, II, III, and IV) students study selected topics in the following areas: algebra and functions; geometry and trigonometry; probability and statistics, and discrete math. College Algebra for transcript credit, Advanced Placement Calculus, Advanced Placement Statistics, and Math IV class and the AP courses are also offered as college credit through a concurrent academic progress program.

The core of all mathematics courses at Kohler High School aims to develop procedures for logical reasoning, encourage creativity in problem solving, and develop awareness for the place of mathematics in society. The department strives to provide students with real-life applications for math in an effort to increase relevance. In addition, courses stress precision in both written and oral communications, strong algebraic skills and data analysis and interpretation.

Instructional methods include a mix of teacher-led lectures and cooperative group work. In both scenarios, instructors engage the students by using Socratic-style questioning techniques, encouraging students to think critically about mathematics. Instructors use graphing calculators, smart boards, and a variety of mathematical software to supplement instruction. The mathematics department made these choices based on recommendations from NCTM and is currently working on alignment to the CCSS grade level standards and standards for mathematical practice. There is an element of spiraling in the mathematics curriculum; students are exposed to certain concepts in multiple classes. As students advance through the curriculum, they are exposed to more complex abstract as well as real-world applications of mathematical ideas.

There is a K-12 process by which students are identified as below, meeting, or exceeding standards at each grade level. This process involves a thorough analysis of test scores and performance in the classroom. Both students who fall below standards and students who are exceeding expectations are identified and receive intervention during Bomber Time, a daily RtI based structure with embedded strategies, and attend homework help sessions. Kohler High School students make up a competitive math team that meets weekly to work on challenging problems in preparation for competitions.

4. Additional Curriculum Area:

More than any other department, the science department and programmatic design best exemplify the school's mission to engage and inspire students. The science program has been developed as a student-centered model where students learn scientific literacy for personal decision-making, content through a unique curriculum, and knowledge and understandings in the course of investigative inquiry opportunities. Hands-on instruction uses an expansive array of laboratory equipment and technology, including PASCO software and Probeware to propel engineering and problem-solving skills to a greater level. Students experience science as open-ended, differentiated, with a constructivist approach, and a STEM focus.

Science learning at Kohler High School finds students deeply engaged and fully inspired by their increasing capacity to plan, design, and conduct investigations. Students are excited when they learn to teach and present to both large and small groups for both cross-curricular and cross-age experiences. A majority of students participate in one or two academic extracurricular environmental programs. These program are GLOBE and Testing the Waters. A high number of graduates choose science majors in college; both evidence of and compliment to the strength of science education at Kohler High School.

Strong curriculum and instruction are at the heart of the quality science program at Kohler High School. The K-12 science curriculum is continually monitored and modified through student achievement data analysis and alignment to Next Generation Science Standards (NGSS) composed of the dimensions practice, crosscutting concepts, and disciplinary core ideas from the National Research Council (NRC) Framework. Instruction is improved through the process of analyzing learning needs and systematic development of technology and multimedia tools for learning materials.

5. Instructional Methods:

Kohler High School continues to develop multi-level instruction to achieve academic success through a Response to Intervention (RtI) framework. The tiered and systemic instructional methods and programs provide personal learning opportunities and supports for its students. Faculty members continue to strengthen instruction through reliance on collaboration around research and evidence based practices within technology-enabled environments. Personalization and differentiation are the hallmarks of instruction at Kohler High. Courses are offered at three different levels: universal, selective, and intensive. Support for these levels exists for both struggling and advanced learners from academic pullout assisted by an educational aid to advanced placement courses.

Collaboration among the technology coordinator, media/library teacher, and principal support the growth of a technology-enabled environment at Kohler High School. Gmail, Google Docs, Google Calendar and Edmodo provide students and faculty safe and manageable means for connecting, collaborating, creating, sharing, and monitoring progress. Edmodo is a social learning platform for educational applications such as posts of assignment boards, polls for student responses, embedded video and media, and critique and analysis of posted literature. Two sets of mobile iPad and laptop carts, two computer labs, and a distance learning lab together with a Bring Your Own Device policy provide for a high functioning blended mobile learning school. As a result, students and faculty are more exploratory, resourceful, and innovative.

Post-Secondary Planning and College/Career Readiness are a focus at Kohler High School. A College and Career Advisor serves to prepare students and their families for success after graduation through a personalized process of planning around each student's strengths and interests assisted by Naviance, a web-based software program. Exploration and the pursuit of passions are achieved when students and families understand and navigate successfully through each step in a future-looking process.

6. Professional Development:

The Kohler community expects professional development for board members, administrators, teachers, and support staff to be a high priority. Active membership in national, state, and local organizations by all members of the school community contribute to maintaining a critical eye on a forward-looking vision for student achievement. Of the fifteen Kohler High School teachers, four are Herb Kohl Fellows, two are National Teachers of the Year, two are National Board Certified educators, and many are esteemed members of their professional educator committees.

Structures are in place to support professional development. Five full days of site-based professional development in addition to weekly meetings during the school year allow administration and staff time to review school data, reflect, and respond with action plans toward measurable progress. The site-based professional development targets learning in three domains: technology as learning tools for students and adults, Wisconsin's Common Core State Standards and Smarter Balanced Assessment System, and data-based analysis to improve instruction and student achievement.

Processes for collaboration, communication, and learning continue to strengthen from an organizational structure involving professional learning communities and curriculum and instruction committees. The professional learning communities (PLC) are aligned to the actions called for in the district strategic plan. The PLCs are identified as Response to Intervention, Positive Behavioral Supports and Interventions, Special Education, Individual Learning Plans, Technology Education, Post-Secondary Planning and Supports, 21st Century Skills, and Co-curricular Education. The Curriculum and Instruction committees engage around English Language Arts, Mathematics, Science, and Social Studies.

The district devotes a substantial budget to trainings, workshops, conferences, seminars, and presentations. The administration and faculty work to acquire, analyze, and synthesize information to offer meaning and increase the capacity for the entire school. An essential component of the process is to focus, reflect, learn and present findings monthly. Demonstrating responsiveness, the high school administration and faculty are learning together around Wisconsin's School Reform Initiative to align to and integrate the Common Core State Standards. This collaborative journey has created honest and robustly critical discussion and built greater collective knowledge and capacity.

The quality of the Kohler High School departments and programs is achieved by providing time, resources, and opportunities to learn, adapt, practice and design quality alignment of curriculum, instruction, and assessment. The effect of ensuring time, resources, and opportunities results in the creation of a learning organization focused on continuous improvement of student achievement.

7. School Leadership:

The success of Kohler High School is built upon the collective strength of its leaders: students, faculty, administrators, school board, families, and community.

- The Kohler Public Schools Strategic Plan represents a collection of voices coming together to share one vision and one mission regarding the future of Kohler schools. The strategic plan focuses explicitly on learning and ensures the continued path to academic excellence moving uniquely toward explicit and embedded instruction, practice, and application of 21st Century Skill. An exciting outcome looks to having an enhanced transcript that not only communicates achievement in the common curriculum but also charts the development of the following skills: collaborating networks, leading by influence, adapting, communicating effectively, analyzing information, and innovating.
- Students took the initiative to launch and transform Kohler High School into a caring environment through Kind Matters. Kind Matters is a comprehensive effort to reduce bullying and create a more caring community. Planning meetings, led by students supported by parents, teachers, and administrators, sparked conversation. These conversations solidified a commitment to engage an entire community to care more. The vision for this effort was to implement a series of strategies and share learning with other schools and communities. Proven, national best-practice interventions such as Kind Campaign, Challenge Day, Advisory, Tribes and Restorative Practices along with locally developed interventions such as community conversations combined to create a powerful response to bullying. High school students presented their work at the National Conference on Bullying in Orlando, Florida and again at the Wisconsin School Counselor Association Conference in Madison, Wisconsin. Our students were true ambassadors and leaders. Kohler High School students are more empathetic, equipped with valuable self-advocacy and interpersonal skills.
- In the vision of developing individualized learning experiences and planning for each high school student around opportunities for deep application of knowledge and skills, two positions were created: Director of Student Life and College and Career Advisor. The positions serve to assist students through daily learning, co-curricular experiences, admission to first choice post-secondary institutions, and employment. Also importantly, the positions complement each other in supporting students through a planning process requiring them to envision a future, assess needs and capabilities, set goals, develop and implement action plans, recognize strengths and interests, and aspire to future success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10 Test: WSAS

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient or Advanced	82	79	79	62	64
Advanced	13	21	36	5	24
Number of students tested	38	42	33	39	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
2. African American Students					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient or Advanced	Masked	Masked	0	Masked	0
Advanced	Masked	Masked	0	Masked	0
Number of students tested	1	2		2	
4. Special Education Students					
Proficient or Advanced	0	Masked	Masked	Masked	Masked
Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		5	1	2	4
5. English Language Learner Students					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6. Asian					
Proficient or Advanced	0	Masked	0	Masked	0
Advanced	0	Masked	0	Masked	0
Number of students tested		2		2	
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13W12

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: WSAS

Edition/Publication Year: 2011-12

Publisher: CTB

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient or Advanced	65	62	73	44	48
Advanced	14	5	9	8	2
Number of students tested	37	42	33	39	42
Percent of total students tested	97	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
2. African American Students					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient or Advanced	Masked	Masked	0	0	0
Advanced	Masked	Masked	0	0	0
Number of students tested	1	2			
4. Special Education Students					
Proficient or Advanced	0	Masked	Masked	Masked	Masked
Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		5	1	2	4
5. English Language Learner Students					
Proficient or Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6. Asian					
Proficient or Advanced	0	Masked	0	Masked	0
Advanced	0	Masked	0	Masked	0
Number of students tested		2		2	
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13WI2